DOCUMENT RESUME

ED 024 254 EF 002 672

By- Wakefield, Howard E.

The Design and Construction of Libraries and Study Facilities. An Annotated Reference List.

Wisconsin Univ., Madison. ERIC Clearinghouse on Educational Facilities.
Spons Agency- Office of Education (DHEW), Washington, D.C.
Pub Date Nov 68
Note- 30p.
EDRS Price MF-$0.25 HC-$1.60
Descriptors- *Abstracts, *Bibliographies, *Educational Facilities, Elementary Schools, Environmental Criteria, Higher Education, *Indexes (Locaters), *Libraries, Secondary Schools, Study Facilities

An annotated reference list of documents received and processed by the ERIC Clearinghouse on Educational Facilities. These documents are concerned with the construction of libraries and study facilities. All levels of education are covered and each document i s indexed and abstracted. (NI)

ED 024254

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THE DESIGN AND CONSTRUCTION OF LIBRARIES AND STUDY FACILITIES

An Annotated Reference List

EF002672

This publication was prepared pursuant to a contract with the Office of Education, U. S. Department of Health, Education and Welfare. Points of view or opinions expressed herein do not necessarily represent official Office of Education position or policy.

THE DESIGN AND CONSTRUCTION OF LIBRARIES AND STUDY FACILITIES

Prepared By

Howard E. Wakefield

Director

ERIC Clearinghouse on Educational Facilities

The University of Wisconsin

Madison

November, 1968

FOREWORD

ERIC/CEF is a clearinghouse of information about sites, buildings, and equipment used for educational purposes; included are the efficiency and effectiveness of activities such as planning, financing, constructing, renovating, maintaining, operating, insuring, utilizing, and evaluating educational facilities.

ERIC/CEF is part of a network of national clearinghouses covering many fields of educational research. The information from all these clearinghouses is reported monthly in RESEARCH IN EDUCATION (RIE), a publication of the U.S. Government Printing Office (annual subscription: Domestic, $21.00, Foreign $26.25).

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These references are drawn from the documents received and processed to date by ERIC/CEF. They are not represented as a comprehensive list of information on the subject. However, many of the documents are not widely circulated and are therefore useful in expanding existing information. All documents listed herein with an ED number (see symbol page) are available from EDRS. The remaining documents should be sought through the indicated publisher or distributor (the institution source or the information provided at the end of the abstract).

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ERIC/CEF invites you to submit documents which are related to the activities decribed in the first paragraph above.

Clearinghouse Accession No.

ERIC Document No. (Available from EDRS)

Clearinghouse Information Code

EF 001 080 ED 016 359 CERS 2

Title — THE INSTRUCTIONAL MATERIALS CENTER

Author(s) — BY- KLOSTER, ALEXANDER J.

Institution Source — MICHIGAN DEPARTMENT OF EDUCATION, LANSING

Date Published — PUBLISHED- 65

Report No. or Journal Citation — IN- BULLETIN NO. 369

Pagination — 071 PAGES

DESCRIPTORS- *AUDIOVISUAL AIDS, *INSTRUCTIONAL MATERIALS, *INSTRUCTIONAL MATERIALS CENTERS, *LIBRARIES, CARRELS, INDIVIDUAL STUDY, STUDY FACILITIES

Index Terms (Major terms are preceded by an asterisk)

Abstract — THIS BULLETIN PRESENTS RECOMMENDATIONS WITH REGARD TO PROGRAM, PERSONNEL, AND FACILITIES FOR AN INSTRUCTIONAL MATERIALS ORGANIZATION AND LAYOUTS FOR AN INSTRUCTIONAL MATERIALS CENTER. CASE STUDIES AND EXAMPLES ARE PROVIDED FOR MAKING THE MAXIMUM POSSIBLE USAGE OF THE CENTER WITHIN BOTH THE SCHOOL AND THE COMMUNITY. (BD)

ANNOTATED REFERENCES

ERIC/CEF DOCUMENT NO. EF000004 DISPOSITION-EDC- 2

BRICKS AND MORTARBOARDS (A REPORT ON COLLEGE PLANNING AND BUILDING)

EDUCATIONAL FACILITIES LABORATORIES, INC., NEW YORK, N. Y.

PUBLISHED- 64

173 PAGES

DESCRIPTORS- *CLASSROOMS, *COLLEGE PLANNING, *DORMITORIES, *LABORATORIES, *LIBRARIES, AUDIOVISUAL AIDS, BUILDING IMPROVEMENT, BUILDING INNOVATION, CAMPUSES, COLLEGE BUILDINGS, ENVIRONMENT, FINANCIAL PROBLEMS, MECHANICAL TEACHING AIDS, SCHOOL ARCHITECTURE, SCHOOL SPACE, TEACHING MACHINES

THIS REPORT PRESENTS THE BEST AVAILABLE LITERATURE ON WHAT IS HAPPENING IN THE FOUR MAJOR TYPES OF CAMPUS BUILDING--CLASSROOMS, LABORATORIES, LIBRARIES, AND DORMITORIES. IT ALSO INCLUDES SECTIONS ON FINANCE, CAMPUSES, AND RENOVATIONS SETTING FORTH THE DIFFERENT PHYSICAL PROBLEMS THAT BESET THE AMERICAN COLLEGES AND UNIVERSITIES TODAY, THE PHYSICAL PROBLEMS FORTHCOMING, AND AN ARRAY OF IMPERATIVE REFORMS. ENROLLMENT WILL COUBLE WITHIN THE DECADE AS WILL THE AMOUNT OF RECORDED INFORMATION. CAMPUSES MUST PROVIDE SPACE AND SERVICES FOR A HETEROGENEOUS POPULATION. TO MEET PRESSING DEMANDS ALL CAMPUS SPACE MUST BE DESIGNED FOR MAXIMUM CONVERTIBILITY. MOVEABLE WALLS FOR YEARLY CONVERSIONS AND OPERABLE WALLS FOR IMMEDIATE CHANGE WILL BE THE RULE IN INSTRUCTIONAL BUILDINGS. EVERY INSTITUTION MUST CALIBRATE CHANGE AND INNOVATION WITH ITS OWN SCALE OF VALUES AND FORSEEABLE NEEDS. THERE MUST BE FULL UTILIZATION OF CAMPUS SPACE, TIME, PEOPLE AND THINGS. INDEPENDENT STUDY WILL ASSUME CENTRAL IMPORTANCE USING SCARCE FACULTY AND OVER-ABUNDANT STUDENTS TO GREATEST ADVANTAGE. STUDENTS WILL GET THE FACTS FROM DISPENSERS--BOOKS, FILMS, TAPES, TELEVISION AND TEACHING MACHINES. THE TIME SCHEDULE WILL START EARLIER AND END LATER, UTILIZE SATURDAY, AND GO THE FULL CALENDAR YEAR. THE CAMPUS MUST PROVIDE AN ENVIRONMENT THAT FAVORS LEARNING, UNDERSTANDING AND INTELLECTUAL INTERCHANGE. (RK)

ERIC/CEF DOCUMENT NO. EF000067 ED 014 200 DISPOSITION-EDC- 1

PLANNING AN ART ROOM

BY- KREGER, GARY
KANSAS STATE DEPT. OF PUBLIC INSTRUCTION, TOPEKA

PUBLISHED- 66

015 PAGES

DESCRIPTORS- *ART ACTIVITIES, *CRAFTS ROOMS, *EQUIPMENT, *FINE ARTS, *FURNITURE ARRANGEMENT, ART EDUCATION, ART MATERIALS, EQUIPMENT STORAGE, INTERIOR SPACE, JUNIOR HIGH SCHOOLS, LIBRARY FACILITIES, PLANNING, SENIOR HIGH SCHOOLS

A GUIDE INTENDED TO PROVIDE SUGGESTIONS IN PLANNING ART FACILITIES FOR ELEMENTARY AND SECONDARY SCHOOLS. AREAS PROVIDED FOR ARE (1) DRAWING AND PAINTING, (2) GRAPHIC ARTS, (3) GENERAL CRAFTS, (4) MODELING, AND(5) SCULPTURING. WORK CENTERS CAN BE PLANNED IN RELATION TO TRAFFIC FLOW. AT JUNIOR HIGH LEVEL, 20 STUDENTS ARE BEST ACCOMMODATED FOR AND 20 STUDENTS AT THE SENIOR HIGH LEVEL. ABOUT 50 TO 55 SQUARE FEET OF NET FLOOR SPACE PER STUDENT IS REQUIRED EXCLUSIVE OF STORAGE SPACE. THE ROOM IS MOST FUNCTIONAL WHEN LOCATED ON THE FIRST FLOOR ADJACENT TO THE OTHER FINE ARTS AREAS. FLEXIBILITY IN FURNITURE ARRANGEMENT IS NECESSARY. SUFFICIENT EQUIPMENT FOR ART ACTIVITIES IS MUCH BETTER THAN A GREAT VARIETY OF FACILITIES WHICH CAN SERVE ONLY HALF THE STUDENTS. SHADOWS MUST BE KEPT TO THE MINIMUM IN ALL PARTS OF THE ROOM. A NORTH ORIENTATION IS PREFERRED. SPOTLIGHTS AND A MIRROR ARE NECESSARY ELEMENTS. SINKS ARE BEST LOCATED BETWEEN THREE-DIMENSIONAL AND TWO-DIMENSIONAL WORK AREAS BEING ACCESSIBLE FROM MORE THAN ONE SIDE. ONE SINK CAN SERVE 10 TO 15 STUDENTS ADEQUATELY. FIVE AREAS OF STORAGE SPACE MUST BE CONSIDERED--(1) BULK SUPPLIES OF MATERIALS AND EXPENSIVE TOOLS, (2) STUDENTS' FLAT WORKS, (3) UNFINISHED PROJECTS, (4) THREE-DIMENSIONAL WORKS, AND (5) STUDENTS' WORKS KEPT AS VISUAL RECORDS. A LIBRARY, DISPLAY AND PUBLIC EXHIBITION AREA ARE OTHER CONSIDERATIONS. (RK)

ERIC/CEF DOCUMENT NO. EF000078 ED 013 535 DISPOSITION-EDC- 1

STUDENT REACTIONS TO STUDY FACILITIES WITH IMPLICATIONS FOR ARCHITECTS AND COLLEGE ADMINISTRATORS

BY- STOKE, STUART M. AND GROSE, ROBERT F. AND LEWIT, DAVID W. AND SMITH, BULKELEY, JR.
AMHERST COLLEGE, AMHERST, MASSACHUSETTS

PUBLISHED- 60

062 PAGES

DESCRIPTORS- *CARRELS, *DORMITORIES, *INDIVIDUAL STUDY, *STUDENT REACTIONS, *STUDY FACILITIES, ADMINISTRATOR GUIDES, CONTROLLED ENVIRONMENT, EDUCATIONAL SPECIFICATIONS, ENVIRONMENTAL INFLUENCES, EQUIPMENT, LIBRARY FACILITIES, PLANNING, STUDY HABITS, STUDY HOURS

THE RESEARCH REPORTED WAS DONE TO FIND IN WHAT DIRECTIONS NEW STUDY SPACE CONSTRUCTION MIGHT PROFITABLY VENTURE. NEARLY 100 STUDENTS OF EACH OF THE NEIGHBORING FOUR INSTITUTIONS WERE SAMPLED. THREE MAJOR TYPES OF EVIDENCE WERE SOUGHT AND USED--(1) EACH STUDENT KEPT A DIARY OF HIS STUDYING FOR A CONSECUTIVE PERIOD OF FOUR DAYS ON FORMS FURNISHED, (2) STUDENTS ALSO COMMENTED ON THE PLACES IN WHICH THEY STUDIED ADDING SUGGESTIONS, AND (3) FILLED IN AN OPINIONNAIRE JUDGING 95 DESCRIBED STUDY CONDITIONS. A RECORD OF 8,375 HOURS OF STUDY WAS TAKEN. RESULTS SHOWED THAT USE AND APPROVAL OF STUDY SPACE VARIED INVERSELY WITH SIZE. TWELVE PERCENT OF ALL STUDYING TOOK PLACE IN THE LARGE LIBRARY READING ROOMS AND FIFTY-SIX PERCENT OCCURRED IN THE TWO SMALLEST PLACES--DORMITORY ROOMS AND CARRELS. THE MOST FREQUENTLY USED STUDY SPACE WAS ALSO THE ONE WITH THE MOST VARIETY OF USES--DORMITORY ROOMS. FORTY-EIGHT PERCENT OF ALL THE STUDYING REPORTED TOOK PLACE THERE. LIGHTING, HEATING, VENTILATION, PRIVACY AND GENERAL PERSONAL COMFORT COULD BE CONTROLLED. DORMITORIES VARY IN THE AMOUNT OF STUDYING DONE IN THEM WITH REGARD TO DISTANCE FROM THE LIBRARY AND CLASSROOMS, CONSTRUCTION AND GROUP BEHAVIOR. EMPTY CLASSROOMS COULD SERVE AS STUDY AREAS IF DESIGNED FOR FLEXIBILITY. FURNITURE SHOULD BE PURCHASED IN RATIOS TO FIT THE PROPORTIONS OF NOT ONLY THE AVERAGE. THE CRITERIA OF GOOD STUDY CONDITIONS SHOULD BE USED WHEN PLANNING STUDY SPACE. (RK)

ERIC/CEF DOCUMENT NO. EF000085 DISPOSITION-EDC- 2

REDUNDANCY AND FEEDBACK (A REPORT ON THE SPECIAL LIBRARIES ASSOCIATION CONFERENCE, MAY 30-JUNE 3, MINNEAPOLIS, MINNESOTA)

PUBLISHED- 66
IN- LIBRARY JOURNAL, 1966

004 PAGES

DESCRIPTORS- *COMMUNICATIONS, *LIBRARY SERVICES, *SPECIAL LIBRARIES, LIBRARIES

A REPORT ON THE SPECIAL LIBRARIES ASSOCIATION CONFERENCE HELD MAY 30 TO JUNE 3, 1966 IN MINNEAPOLIS, MINNESOTA. GEORGE SHAPIRO, A PROFESSOR OF COMMUNICATION ARTS AND SCIENCES AT THE UNIVERSITY OF MINNESOTA SPOKE ON THE HUMAN PROBLEMS IN COMMUNICATIONS. HIS FIVE LAWS OF COMMUNICATION WERE--(1) COMMUNICATION IS A LEARNED SKILL, (2) NO MAN IS COMPLETELY EFFECTIVE IN HIS COMMUNICATIONS, (3) THE NORMAL RESULT OF COMMUNICATION BETWEEN TWO HUMAN BEINGS IS CONFUSION AND MISUNDERSTANDING, (4) WHENEVER PEOPLE COMMUNICATE THERE ARE PREDICTIONS INVOLVED, THERE IS A DESIRED RESULT, AND DESIRED IMAGE ON THE PART OF THE COMMUNICATOR, A CHOICE OF WORDS AND EXAMPLES, AND A PREDICTION OF THE MEANING BY THE RECEIVER, AND (5) IN OUR CULTURE AN ADULT WILL NOT TELL THE WHOLE TRUTH UNTIL HE FEELS SAFE IN DOING SO. HE STATED THAT A SUBSTANTIAL PORTION OF THOSE WHO NEED INFORMATION DO NOT USE THE LIBRARY. THEY DO NOT WANT TO ADMIT THEIR LACK OF KNOWLEDGE. THERE IS CONSIDERABLE RESISTANCE TO THE LIBRARIAN. THIS SITUATION CAN ONLY BE SOLVED BY BETTER LIBRARY ORIENTATION FOR USERS. HE SUGGESTED THAT ONE OF THE JOBS OF A LIBRARIAN WAS TO MAKE THE USER CONSCIOUS OF HIS INCOMPETENCE. ONCE HE IS PERSUADED THAT HE NEEDS HELP, HE CAN THEN BE MOVED ON TO UNCONSCIOUS COMPETENCE, AND FINALLY TO CONSCIOUS COMPETENCE. EFFECTIVE COMMUNICATION IS THE RESULT OF A FEEDBACK RELATIONSHIP BETWEEN THE COMMUNICATOR AND THE RECEIVER. (RK)

ERIC/CEF DOCUMENT NO. EF000232 ED 002 231 DISPOSITION-CERS 2

THE SCHOOL LIBRARY FACILITIES FOR INDEPENDENT STUDY IN THE SECONDARY SCHOOL

BY- ELLSWORTH, RALPH E. AND WAGENER, HOBART D.
EDUCATIONAL FACILITIES LABORATORIES, NEW YORK, N. Y.

PUBLISHED- 63

148 PAGES

DESCRIPTORS- *INSTRUCTIONAL MATERIALS CENTER, *LIBRARY FACILITIES, *RESOURCE CENTER, *SCHOOL LIBRARIES, BUILDING DESIGN, CARRELS, CENTRALIZATION, COLLEGE LIBRARIES, DECENTRALIZED LIBRARY SYSTEMS, INSTRUCTIONAL MEDIA, LIBRARY EQUIPMENT, LIBRARY MATERIALS, SCHOOL DESIGN, SECONDARY SCHOOLS, STUDY FACILITIES

THIS REPORT CENTERS ON THE DESIGN OF SECONDARY SCHOOL LIBRARIES FOR INDIVIDUAL USE. INCLUDED IN THE DESIGN ARE NEW EDUCATIONAL CONCEPTS, TECHNOLOGICAL MEDIA, AND LEARNING MATERIALS AS WELL AS THE OLDER CARRIERS OF KNOWLEDGE. THREE ELEMENTS ARE INVOLVED IN LIBRARY PLANNING, THE MATERIALS, THE STAFF, AND THE PHYSICAL SETTING. SUCCESSFUL OPERATION REQUIRES THESE ELEMENTS TO OPERATE AS A SYSTEM. CONSIDERABLE VARIABILITY CAN EXIST IN THE COMPLEXITY OF THE SYSTEM DEPENDING UPON THE SIZE OF THE DISTRICT. THE FUNCTION, HOWEVER, REMAINS THE SAME SINCE THE LIBRARY MUST BE A TEACHING LABORATORY. DECISIONS ON WHETHER THIS FACILITY SHOULD BE CENTRALIZED OR DECENTRALIZED MUST BE MADE IN ACCORDANCE WITH THE DEMANDS OF EACH SITUATION. PLANNING OF THE PHYSICAL CONTENTS AND LAYOUT SHOULD INCLUDE FACILITIES FOR THE STAFF, THE READERS, AND THE COLLECTIONS. ENVIRONMENTAL FACTORS INCLUDING LOCATION, SHAPE, LIGHTING, COLOR, TEMPERATURE, AND SOUND LEVELS MUST RECEIVE CAREFUL CONSIDERATION. A NUMBER OF ARCHITECTURAL DESIGNS AND A BIBLIOGRPAHY ARE INCLUDED.

ERIC/CEF DOCUMENT NO. EF000434 ED 014 860 DISPOSITION-EDC- 1

APPROACH TO A UNIVERSITY LIBRARY DESIGN

BY- KRENITSKY, MICHAEL V.
CAUDILL, ROWLETT, SCOTT AND ASSOCIATES ARCHITECTS-ENGINEERS
BRYAN, TEXAS

PUBLISHED- 58
IN- RESEARCH REPORT, 13

014 PAGES

DESCRIPTORS- *LIBRARY SERVICES, *LIBRARY STANDARDS, *PHYSICAL DESIGN NEEDS, *SPACE UTILIZATION, *UNIVERSITY LIBRARIES, AUDIOVISUAL INSTRUCTION, CONTROLLED ENVIRONMENT, EDUCATIONAL PHILOSOPHY, FLEXIBLE FACILITIES, PLANNING, SPACE RELATIONSHIPS

DISCUSSES THE CONSIDERATIONS INVOLVED IN THE DESIGN OF A UNIVERSITY LIBRARY SHOWING HOW ONE FIRM IN COMPETITION APPROACHED THE PROBLEM ON A PREDETERMINED SITE. CONSIDERATIONS ARE (1) DEFINITION OF THE EDUCATIONAL AIMS AND PHILOSOPHY OF THE INSTITUTION, (2) RELATING THE FUNCTIONS OF TEACHING AND RESEARCH PROGRAMS TO THE LIBRARY, (3) PRESCRIBING THAT FORM FOLLOWS FUNCTION, AND (4) ANALYZING ALL THE ACTIVITIES USING SPACE. THE PROCEDURE IS TO (1) SURVEY THE LITERATURE, (2) DEFINE THE PLACE OF THE LIBRARY IN THE UNIVERSITY, (3) INSPECT NEW LIBRARY FACILITIES, (4) BECOME FAMILIAR WITH SPECIAL SITE PROBLEMS, AND (5) DEVELOP PREMISES FOR PLANNING A UNIVERSITY LIBRARY. THE REPORT PRESENTS IN DETAIL THE CHARACTERISTICS OF THE LIBRARY WHICH ARE ITS FUNCTIONS, CLIENTELE, AND OPERATIONS. EDUCATIONAL EFFICIENCY IS DISCUSSED WITH REGARDS TO (1) OPEN SHELVES, (2) LABORATORY SITUATIONS, (3) AUDIO-VISUAL SERVICES, (4) DIVISIONAL ORGANIZATION OF COLLECTION, (5) GENERAL EDUCATION PROVISIONS, AND (6) FUNCTIONAL BUILDINGS. SITE CONSIDERATIONS AND PREMISES FOR FUNCTIONAL PLANNING ARE DESCRIBED. THEIR SOLUTION CENTERED AROUND (1) THE SERVICE AREA, (2) CONTROLS, (3) STACK AREA, (4) PROVISION FOR UNDERGRADUATES, AND (5) FLEXIBILITY. INCLUDED IS A LIST OF SELECTED REFERENCES ALONG WITH DIAGRAMS, SKETCHES, AND CHARTS. (RK)

ERIC/CEF DOCUMENT NO. EF000445 DISPOSITION-CERS 2

CHANGING CONCEPTS IN LIBRARY DESIGN

BY- DARLING, RICHARD L.

PUBLISHED-MAY65
IN- AMERICAN SCHOOL AND UNIVERSITY, MAY 65, PP. 98-100

005 PAGES

DESCRIPTORS- *INSTRUCTIONAL MATERIALS CENTERS, *LIBRARIES, *LIBRARY FACILITIES, *RESOURCE CENTERS, *RESOURCE MATERIALS, LIBRARY EQUIPMENT, LIBRARY MATERIALS, SCHOOL LIBRARIES

SCHOOL LIBRARY PROGRAMS ARE CHANGING RAPIDLY TO SUPPORT NEW METHODS IN TEACHING SUCH AS TEAM TEACHING, FLEXIBLE SCHEDULING, INDIVIDUAL STUDY, AND NEW AUDIOVISUAL AIDS AND PROGRAMMED INSTRUCTION. MORE LIBRARIES ARE BECOMING INSTRUCTIONAL MATERIALS CENTERS OF A COMPREHENSIVE NATURE AND INCLUDE A WIDE RANGE OF MATERIALS AND NEW SERVICES FOR THESE MATERIALS AND TO STUDENTS, TEACHERS, AND ADMINISTRATORS. IN PLANNING AND DESIGN OF SCHOOL LIBRARIES THE CONCEPT HAS CHANGED IN ORDER TO FACILITATE THE USE OF NEW MATERIALS AND TO ENABLE TEACHERS AND STUDENTS TO USE LIBRARY MATERIALS IN NEW WAYS. SMALL READING ROOMS, INDIVIDUAL STUDY CARRELS, AREAS FOR LISTENING AND VIEWING, AND SPACE FOR PRODUCTION OF TRANSPARENCIES, OVERLAYS, SLIDES, AND OTHER MATERIALS. STORAGE AREA FOR THE DIFFERENT EQUIPMENT AND NON-PRINTED MATERIALS HAS BECOME IMPORTANT.

ERIC/CEF DOCUMENT NO. EF000469 DISPOSITION-CERS 2

HOW TO BUILD A SCHOOL YOUR NEXT SUPERINTENDENT CAN USE

BY- MAFFEO, ALFRED A.

PUBLISHED-MAR64
IN- SCHOOL MANAGEMENT, MARCH 1964

007 PAGES

DESCRIPTORS- *JUNIOR HIGH SCHOOLS, *SCHOOL DESIGN, ADMINISTRATION, BUILDING DESIGN, DESIGN, HOUSE PLAN, LIBRARY, SCHOOL CONSTRUCTION, SCHOOL LIBRARY, MIDDLE SCHOOLS, MOVABLE PARTITIONS

SCHOOL BUILDINGS DESIGNED TO LAST 50 YEARS MUST PROVIDE FOR FLEXIBILITY TO PERMIT FULL USE NO MATTER HOW DRASTICALLY EDUCATIONAL POLICIES CHANGE OR HOW OFTEN SUPERINTENDENTS CHANGE. A JUNIOR HIGH SCHOOL IN NATICK, MASSACHUSETTS HAS BEEN DESIGNED IN SUCH A WAY. A HOUSE PLAN SEPARATED STUDENTS INTO WINGS BUT THE DESIGN PERMITS THE SINGLE BUILDING PLAN. ADMINISTRATIVE OFFICES IN EACH HOUSE CAN EASILY BE CONVERTED TO SEMINAR ROOMS. SEPARATE DINING ROOMS MAKE IT POSSIBLE TO HAVE SMALLER AREAS WHICH ARE MORE USABLE FOR OTHER ACTIVITIES. A CENTRAL LIBRARY IS BUILT SO GROWTH OF SERVICE IS POSSIBLE. SEVERAL CLASSROOMS ARE BUILT SO PARTITIONS CAN BE MOVED FOR TEAM TEACHING. THE AUDITORIUM CAN BE SEPARATED INTO THREE SMALLER LECTURE HALLS. A COMPUTER PROGRAM CALLED GASP FOR GENERALEZED ACADEMIC SIMULATION PROGRAMS WAS USED TO CHECK SPACE UTILIZATION. RESULTS SHOWED AN 850/0 UTILIZATION FACTOR. THE COST OF THIS BUILDING WAS $17.23 PER SQUARE FOOT.

ERIC/CEF DOCUMENT NO. EF000476 DISPOSITION-CERS 2

PRELIMINARY GUIDE FOR PLANNING A SECONDARY SCHOOL BUILDING PROGRAM

TEXAS EDUCATION AGENCY, AUSTIN, TEXAS

PUBLISHED-SEP64

035 PAGES

DESCRIPTORS- *EDUCATIONAL PLANNING, *SCHOOL PLANNING, *SECONDARY SCHOOLS, CHOOL LOCATION, AUDITORIUMS, CARPET, CLASSROOMS, CLIMATE, EDUCATIONAL FACILITIES, EDUCATIONAL SPECIFICATIONS, FOOTCANDLES, GUIDANCE CENTERS, GYMNASIUMS, LABORATORIES, LIBRARY FACILITIES, PLANNING, TELEVISION, VISUAL ENVIRONMENT

ELEVEN STEPS ARE GIVEN FOR PREPARATION OF A BUILDING PROGRAM. DEVELOPMENT OF EDUCATIONAL SPECIFICATIONS SERVES TO CLARIFY AND CONSOLIDATE THE IDEAS OF THE ADMINISTRATION, SCHOOL BOARD, STAFF, AND COMMUNITY. THIS ENABLES THE ARCHITECT TO INTERPRET ALL OF THE IDEAS. COMMUNITY BACKGROUND, PHILOSOPHY, PLANT REQUIREMENTS, BUDGET, AS WELL AS MISCELLANEOUS CONSIDERATIONS MUST BE INCLUDED. SECONDARY SCHOOLS SHOULD NOT EXCEED 1,000 TO 1,200 STUDENTS AT THE JUNIOR HIGH LEVELS. SITES SHOULD BE 10 ACRES PLUS ONE ACRE PER 100 STUDENTS. SITE SELECTION CRITERIA SHOULD BE APPLIED. AREAS TO RECEIVE CAREFUL ATTENTION IN PLANNING ARE ADMINISTRATIVE, INSTRUCTIONAL, ACTIVITY, AND SERVICE. OTHER CONSIDERATIONS ARE ECONOMY, ONE-STORY VERSUS TWO, CLIMATE CONTROL, CARPETING, TELEVISION, AND LIGHTING.

ERIC/CEF DOCUMENT NO. EF000479 DISPOSITION-CERS 2

PRELIMINARY GUIDE FOR PLANNING AN ELEMENTARY SCHOOL BUILDING PROGRAM

TEXAS EDUCATION AGENCY, AUSTIN, TEXAS, DIVISION OF ADMINISTRATIVE SERVICES, SCHOOL PLANT SECTION

015 PAGES

DESCRIPTORS- *EDUCATIONAL PLANNING, *ELEMENTARY SCHOOLS, *SCHOOL PLANNING, AUDITORIUMS, CLASSROOMS, EDUCATIONAL FACILITIES, GUIDANCE CENTERS, LIBRARY FACILITIES, PLANNING, SCHOOL LOCATION

THE FIRST OF THREE PARTS IN THIS GUIDE PRESENTS TEN STEPS WHICH ARE SUGGESTED FOR PREPARING FOR A BUILDING PROGRAM. NEEDS MUST BE DETERMINED, THE EDUCATIONAL PROGRAM DEVELOPED, ARCHITECT SELECTED, SITE SELECTED, PRELIMINARIES PREPARED, PUBLIC INFORMED, BONDSMAN EMPLOYED, ELECTION HELD, PLANS CARRIED OUT, AND INSURANCE PURCHASED. ELEMENTARY SCHOOLS SHOULD HAVE 540 TO 600 PUPILS ON A MINIMUM SITE OF FIVE ACRES PLUS ONE ACRE PER 100 STUDENTS. SITE SELECTION SHOULD BE BASED UPON ENVIRONMENT, COMMUNITY PLANNING, ACCESSIBILITY, SITE CHARACTERISTICS, UTILITY SERVICES, AND COSTS. PROPER ORIENTATION OF THE BUILDING TO THE SITE IS A MUST. FINALLY, PROVISIONS SHOULD BE MADE FOR PRIMARY CLASSROOMS, ELEMENTARY CLASSROOMS, ADMINISTRATIVE AREAS, AND SPECIAL FACILITIES. CLASSROOMS SHOULD BE NO LESS THAN 750 SQUARE FEET WHILE THE PRINCIPAL'S OFFICE SHOULD HAVE 120 TO 200 SQUARE FEET. A SECRETARY'S OFFICE, BOOKROOM, CLINIC, GUIDANCE AREA, AND A WORKROOM AND LOUNGE SHOULD BE PROVIDED. SPECIAL AREAS ARE LIBRARY, CAFETERIA, AUDITORIUM, AND TOILETS. SPECIAL ATTENTION SHOULD BE GIVEN TO SERVICE AREAS AND LIGHTING.

ERIC/CEF DOCUMENT NO. EF000876 DISPOSITION-UFRC 2

CAMPUS PLANNING STUDY

BY- HERRICK, JOHN H.
OHIO STATE UNIVERSITY, COLUMBUS, OFFICE OF CAMPUS PLANNING

PUBLISHED-APR60
IN- CAMPUS PLANNING BULLETIN, NO. 7

C19 PAGES

DESCRIPTORS- *CAMPUS PLANNING, *FACILITY GUIDELINES, *MASTER PLANS, *HIGHER EDUCATION, *STUDENT ENROLLMENT, HOUSING NEEDS, LIBRARIES, RESEARCH AND DEVELOPMENT CENTERS

THE REPORT CONSTITUTES A COMPREHENSIVE MASTER PLAN TO SERVE AS A GUIDE TO OHIO STATE UNIVERSITY OFFICE OF CAMPUS PLANNING WITH RESPECT TO FUTURE ARRANGEMENT AND DEVELOPMENT OF THE CAMPUS. THE METHOD USED WAS INTERVIEW WITH ADMINISTRATORS, FACULTY, STUDENTS, AND PUBLIC PLANNING AGENCIES BY THE UNIVERSITY'S PLANNING CONSULTANTS. THE AREAS INVESTIGATED WERE (1) ENROLLMENT, (2) EDUCATIONAL ORGANIZATION, (3) GEOGRAPHIC DISPERSAL OF CAMPUS, (4) RESEARCH CENTER FACILITIES, (5) LIBRARY FACILITIES, (6) SERVICES CENTER, (7) PHYSICAL EDUCATION, RECREATION AND ATHLETIC FACILITIES, (8) STUDENT DORMITORIES, (9) MARRIED STUDENT HOUSING, (10) TRAFFIC AND PARKING, (11) AESTHETICS. THE SUMMARY GIVES GUIDELINES REGARDING THESE AREAS. (HH)

ERIC/CEF DOCUMENT NO. EF000880 ED 012 942 DISPOSITION-UFRC 1

ARCHITECTURE FOR ADULT EDUCATION (A GRAPHIC GUIDE FOR THOSE WHO ARE PLANNING PHYSICAL FACILITIES FOR ADULT EDUCATION)

BY- BECKER, JOHN W.
ADULT EDUCATION ASSOCIATION OF THE U.S.A., CHICAGO, ILLINOIS, COMMISSION ON ARCHITECTURE

075 PAGES

DESCRIPTORS- *ADULT EDUCATION, *ARCHITECTURE, *BUILDINGS, *BUILDING DESIGN, *COMMUNITY COLLEGES, COLLEGE BUILDINGS, COMMUNITY EDUCATION, FINE ARTS, HEALTH FACILITIES, LIBRARIES, POST SECONDARY EDUCATION

THIS BOOK IS DESIGNED PARTICULARLY FOR THOSE PLANNING PHYSICAL FACILITIES FOR ADULT EDUCATION. FLOOR PLANS, PHOTOGRAPHS AND DISCUSSION ARE GIVEN FOR BUILDINGS USED FOR HOSPITALS, HEALTH CENTERS, INDUSTRY, ELEMENTARY SHOOLS, HIGHSCHOOLS, COLLEGE BUILDINGS, FINE ARTS, LIBRARIES, RECREATION COMMUNITY CENTERS, AND ADULT EDUCATION. COPIES OF THIS DOCUMENT ARE ALSO AVAILABLE FROM ADULT EDUCATION ASSOCIATION, 743 NORTH WABASH AVENUE, CHICAGO, ILLINOIS, PRICE $2.00 EACH POSTPAID. (HH)

ERIC/CEF DOCUMENT NO. EF000885 ED 014 869 DISPOSITION-UFRC 1

PLANNING GUIDELINES FOR CONSTRUCTION OF FACILITIES AT THE STATE-SUPPORTED COLLEGES AND UNIVERSITIES IN COLORADO

ASSOCIATION OF STATE INSTITUTIONS OF HIGHER EDUCATION IN COLORADO

PUBLISHED-DEC63

C46 PAGES

DESCRIPTORS- *COLLEGE BUILDINGS, *COLLEGE PLANNING, *CONSTRUCTION NEEDS, *FACILITY GUIDELINES, *FACILITY UTILIZATION STUDY, LIBRARIES, MASTER PLANS, PHYSICAL FACILITIES, RESEARCH UTILIZATION, SCIENCE FACILITIES

GUIDELINES ARE PRESENTED TO INSURE UNIFORM PLANNING AT THE EIGHT STATE-SUPPORTED INSTITUTIONS OF HIGHER LEARNING IN COLORADO. TWO PLANNING CONSULTANT FIRMS SUBMITTED UTILIZATION CRITERIA AND SQUARE FOOTAGE CRITERIA WHICH WERE USED TO DEVELOP STANDARDS FOR PLANNING IN THE STATE INSTITUTIONS. STANDARDS WERE SET FOR (1) CLASSROOM UTILIZATION, (2) ALLOCATION OF SPACE, (3) STATIONS BY ROOM TYPE, (4) LABORATORY UTILIZATION, (5) RATIO OF OFFICE SERVICE SPACE TO PRIMARY SPACE, (6) SPACE FOR RESEARCH UTILIZATION, (7) LIBRARY FACILITIES, AND (8) PHYSICAL EDUCATION FACILITIES. THE SUGGESTED STANDARDS ARE PRESENTED IN TABLES. (HH)

ERIC/CEF DOCUMENT NO. EF000988 DISPOSITION-CERS 2

PLANNING THE SCHOOL LIBRARY

BY- BABCOCK, RUTH E. AND KENNEDY, ANNA C. AND HICK, BASIL L.
STATE UNIVERSITY OF NEW YORK, ALBANY

PUBLISHED- 62

013 PAGES

DESCRIPTORS- *INSTRUCTIONAL MATERIALS CENTERS, *LIBRARIES, *LIBRARY FACILITIES, *STUDY FACILITIES, SCHOOL LIBRARIES, ELEMENTARY SCHOOLS, HIGH SCHOOLS

THIS REPORT CONSISTS OF RECOMMENDATIONS FOR LIBRARY FACILITIES IN EITHER NEW OR EXISTING SCHOOL BUILDINGS. SUGGESTIONS ARE MADE FOR THE LOCATION AND SIZE OF THE LIBRARY. ALSO INCLUDED ARE CONSIDERATIONS FOR LIBRARY ACOUSTICS, HEATING AND INTERIOR FINISH. SPACE PROVISIONS ARE OF CRITICAL IMPORTANCE. ADEQUATE AND SEPARATE SPACE SHOULD BE PROVIDED FOR READING, WORK, CONFERENCE ROOMS, THE LIBRARIAN'S OFFICE AND BOOK STACKS AND STORAGE. SOME SPECIFIC RECOMMENDATIONS ARE MADE FOR ELEMENTARY AND JUNIOR HIGH SCHOOL LIBRARIES. A TABLE OF SPECIFICATIONS IS INCLUDED IN THE STUDY.

ERIC/CEF DOCUMENT NO. EF001080 ED 016 359 DISPOSITION-CERS 1

THE INSTRUCTIONAL MATERIALS CENTER

BY- KLOSTER, ALEXANDER J.
MICHIGAN DEPARTMENT OF EDUCATION, LANSING

PUBLISHED- 65
IN- BULLETIN NO. 369

C71 PAGES

DESCRIPTORS- *AUDIOVISUAL AIDS, *INSTRUCTIONAL MATERIALS, *INSTRUCTIONAL MATERIALS CENTERS, *LIBRARIES, CARRELS, INDIVIDUAL STUDY, STUDY FACILITIES

THIS BULLETIN PRESENTS RECOMMENDATIONS WITH REGARD TO PROGRAM,PERSONNEL, AND FACILITIES FOR AN INSTRUCTIONAL MATERIALS CENTER. IT INCLUDES UTILIZATION, MATERIALS, FACILITIES, ORGANIZATION AND LAYOUTS FOR AN INSTRUCTIONAL MATERIALS CENTER. CASE STUDIES AND EXAMPLES ARE PROVIDED FOR MAKING THE MAXIMUM POSSIBLE USAGE OF THE CENTER WITHIN BOTH THE SCHOOL AND THE COMMUNITY. (BD)

ERIC/CEF DOCUMENT NO. EF001152 DISPOSITION-UFRC 1

THE LIBRARY JUNIOR COLLEGE

BY- SHORES, LOUIS
AMERICAN ASSOCIATION OF JUNIOR COLLEGES, WASHINGTON, D.C.

IN- JUNIOR COLLEGE JOURNAL, VOL. 36, NO. 6, MARCH, 1966

5 PAGES

DESCRIPTORS- *EDUCATIONAL OBJECTIVES, *INDEPENDENT STUDY, *JUNIOR COLLEGES, *LIBRARY FACILITIES, *LIBRARY SERVICES, FUNDAMENTAL CONCEPTS, LIBRARY MATERIALS, ORGANIZATION, PROGRAM DESCRIPTIONS

THE ROLE OF THE LIBRARY OR LEARNING RESOURCE CENTER, ITS RELATIONSHIP TO THE JUNIOR COLLEGE'S EDUCATIONAL OBJECTIVES, ITS ORGANIZATION AND ADMINISTRATION, THE FACILITIES REQUIRED AND THE CONCEPT OF THE LIBRARY JUNIOR COLLEGE ARE DISCUSSED IN LIGHT OF CURRENT TRENDS IN JUNIOR COLLEGE ORGANIZATION AND THE INCREASED DEMAND FOR INDEPENDENT STUDY. THE LIBRARY JUNIOR COLLEGE IS A LIMITED ENROLLMENT INSTITUTION OF APPROXIMATELY ONE THOUSAND STUDENTS WHICH CENTERS ABOUT AN ADEQUATE LIBRARY FACILITY FOR THE PURPOSE OF PROVIDING MAXIMUM ACCESS TO LEARNING MATERIALS FOR INDEPENDENT STUDY. THE LIBRARY PERSONNEL ARE VIEWED AS EDUCATORS IN ADDITION TO THEIR NORMAL ADMINISTRATIVE FUNCTION. THE FACILITIES, WHICH SUCH A CENTER SHOULD INCLUDE, ARE DISCUSSED IN TERMS OF THE NUMBER OF DOCUMENTS, TYPES OF MATERIALS HANDLED, COMMUNICATION TECHNIQUES AND THE ACCOMMODATIONS REQUIRED FOR FACULTY AND STUDENTS. THE ORGANIZATION IS VIEWED AS ONE BASED ON COOPERATION AND AUTOMATION TO PROVIDE MAXIMUM RETRIEVAL OF DOCUMENTS FROM THE LIBRARY AND ASSOCIATED LIBRARIES. WITH THE INCREASED EMPHASIS ON INDEPENDENT STUDY, THE LIBRARY JUNIOR COLLEGE COULD PROVIDE A HIGH DEGREE OF UTILIZATION OF THE LIBRARY AS THE PRIMARY RESOURCE CENTER FOR THE CAMPUS. THIS ARTICLE APPEARS IN THE JUNIOR COLLEGE JOURNAL, MARCH 1966, VOL. 36-6. COPIES CAY BE OBTAINED BY WRITING TO THE EDITOR, JUNIOR COLLEGE JOURNAL, AMERICAN ASSOCIATION OF JUNIOR COLLEGES, 1315 SIXTEENTH ST., N.W., WASHINGTON, D.C. 20036. PRICE, $0.50 EACH. (BH)

ERIC/CEF DOCUMENT NO. EF001165 DISPOSITION-CERS 2

THE CARPETED LIBRARY

BY- GARRETT, JOE B.
AMERICAN CARPET INSTITUTE, NEW YORK, N. Y.

PUBLISHED-JUN64

007 PAGES

DESCRIPTORS- *ACOUSTICAL ENVIRONMENT, *CARPET, *COSTS, *MAINTENANCE, *LIBRARIES, CONTROLLED ENVIRONMENT, PHYSICAL ENVIRONMENT, SCHOOL ENVIRONMENT, SCHOOL MAINTENANCE

THIS REPORT IS A DISCUSSION OF THE ADVANTAGES OF CARPETED FLOOR COVERINGS FOR LIBRARIES. THE TWO MAIN ADVANTAGES PRESENTED FOR USING CARPETING ARE NOISE CONTROL AND LOW MAINTENANCE COSTS. ACCORDING TO THE REPORT CARPET REDUCES FLOOR INSTIGATED OR IMPACT NOISES WHILE BEING PSYCHOLOGICALLY DIGNIFYING AND CREATING USER RESPECT AND PROPER BEHAVIOR PATTERNS. MAINTENANCE COSTS FOR CARPET ARE LESS THAN FOR OTHER TYPES OF FLOOR COVERINGS BECAUSE OTHER FLOOR COVERINGS GENERALLY REQUIRE EXTENSIVE SURFACE PREPARATION. WHEN ALL ROOM SURFACES ARE CONSIDERED, THE INITIAL COST OF CARPET IS LITTLE IF ANY MORE THAN OTHER FLOOR COVERINGS. CARPETING CAN BE USED QUICKLY AND ECONOMICALLY AS A REPLACEMENT FLOOR COVERING IN OLDER LIBRARIES FOR BOTH AESTHETIC AND UTILITY PURPOSES. (GM)

ERIC/CEF DOCUMENT NO. EF001231 DISPOSITION-CERS 2

A MANUAL FOR ELEMENTARY SCHOOL LIBRARIES IN ARKANSAS

ARKANSAS ELEMENTARY SCHOOL COUNCIL, LITTLE ROCK, LIBRARY COMMITTEE

PUBLISHED- 63

060 PAGES

DESCRIPTORS- *LIBRARIES, ELEMENTARY SCHOOL LIBRARIES, ELEMENTARY SCHOOLS, LIBRARY EQUIPMENT, LIBRARY FACILITIES, LIBRARY INSTRUCTION, LIBRARY PROGRAMS, LIBRARY MATERIALS

THIS DOCUMENT IS A STATEMENT OF ORGANIZATION FOR PLANNING AND ADMINISTERING THE ELEMENTARY SCHOOL LIBRARY. THE REPORT INCLUDES RECOMMENDATIONS FOR SPACE REQUIREMENTS, EQUIPMENT, COSTS, AND LOCATION OF THE LIBRARY. ALSO INCLUDED IN THE REPORT ARE OPERATIONAL RECOMMENDATIONS--BOOK SELECTION, ACQUIRING BOOKS, THE ORGANIZATION OF THE BOOKS IN THE LIBRARY, CLASSIFICATION AND CATALOGING, THE SHELVING OF BOOKS, ORGANIZING CIRCULATION PROCEDURES, AND THE ORGANIZATION OF NON BOOK MATERIALS. THE STUDY CONCLUDES WITH A BIBLIOGRAPHY FOR ELEMENTARY SCHOOL LIBRARIES AND SUGGESTIONS TO TEACHERS FOR STIMULATING INTEREST IN A LIBRARY READING PROGRAM.

ERIC/CEF DOCUMENT NO. EF001237 DISPOSITION-CERS 2

IDEAS FOR PLANNING YOUR INSTRUCTIONAL MATERIALS CENTER (ADMINISTRATION CONFERENCE AND INDEPENDENT STUDY LISTENING AND VIEWING MATERIALS PRODUCTION READING, RESEARCH AND BORROWING STORAGE AND MAINTENANCE)

MASSACHUSETTS SCHOOL BUILDING ASSISTANCE COMMISSION, BOSTON

PUBLISHED-JUN64

DESCRIPTORS- *INSTRUCTIONAL MATERIALS CENTERS, *LIBRARIES, *LIBRARY FACILITIES, *PLANNING, *STUDY FACILITIES, MULTIPURPOSE CLASSROOMS, SCHOOL PLANNING, SCHOOL LIBRARIES

ACCORDING TO THIS STATEMENT, SPACE ALLOCATIONS SHOULD BE MADE FOR ADMINISTRATION, CONFERENCE AND INDEPENDENT STUDY, LISTENING AND VIEWING, MATERIALS PRODUCTION, READING, RESEARCH, BORROWING, STORAGE AND MAINTENANCE IN AN INSTRUCTIONAL MATERIALS CENTER. THE INSTRUCTIONAL MATERIALS CENTER SHOULD BE FLEXIBLE FOR MULTIGROUP ACTIVITIES, EXPANSIBLE FOR FUTURE PHYSICAL GROWTH, AND CENTRAL TO THE INSTRUCTIONAL PROGRAM. AREA SPECIFICATIONS ARE GIVEN FOR THE MATERIALS RESEARCH SMALL GROUPS, CATALOGING AND PROCESSING MATERIALS, LISTENING AND SPEAKING AREAS, A DARK ROOM, A TELEVISION STUDIO, AND A DEVELOPMENTAL READING ROOM. MATERIALS AND EQUIPMENT LISTS AND A BIBLIOGRAPHY ARE INCLUDED.

ERIC/CEF DOCUMENT NO. EF001257 DISPOSITION-UFRC 2

STATE-WIDE SPACE SURVEY (A SURVEY OF THE AMOUNT AND UTILIZATION OF NONRESIDENTIAL SPACE AVAILABLE FOR HIGHER EDUCATION IN ILLINOIS)

ILLINOIS STATE BOARD OF HIGHER EDUCATION, SPRINGFIELD

PUBLISHED-NOV66

178 PAGES

DESCRIPTORS- *DATA COLLECTION, *FACILITY INVENTORY, *FACILITY UTILIZATION RESEARCH, *STATE UNIVERSITIES, *HIGHER EDUCATION, AUDITORIUMS, CLASSROOMS, COLLEGE UNIONS, GYMNASIUM, HEALTH SERVICES, LIBRARIES, MUSEUM

A SURVEY OF THE AMOUNT AND UTILIZATION OF NONRESIDENTIAL STATE UNIVERSITY CAMPUS SPACE IN ILLINOIS AVAILABLE FOR POTENTIAL HIGHER EDUCATION CLASSROOM USAGE IS PRESENTED FOR ALL OF THE PUBLIC COLLEGES AND UNIVERSITIES IN ILLINOIS. THE SURVEY CATEGORIZED THE SPACE (1) BY AN INVENTORY OF NET ASSIGNABLE SPACE AND (2) BY THE UTILIZATION OF NET ASSIGNABLE SPACE FOR CLASSROOMS, INSTRUCTIONAL LABORATORIES, OTHER TEACHING FACILITIES, OFFICES, LIBRARY, GYMNASIUM, STUDENT UNION, BOOKSTORE, HOSPITAL AND HEALTH SERVICES, AUDITORIUM, MUSEUM, AND THEATER. A ROOM PERIOD USAGE INVENTORY IS GIVEN FOR CLASSROOMS AND INSTRUCTIONAL LABORATORIES. RECOMMENDATIONS AND SUGGESTED TECHNIQUES ARE GIVEN FOR ACHIEVING UTILIZATION STANDARDS. THE APPENDIX INCLUDES TABLES OF DATA COLLECTED BY THE SURVEY FROM EACH OF THE COLLEGES AND UNIVERSITIES. (HH)

ERIC/CEF DOCUMENT NO. EF001264 DISPOSITION-UFRC 2

PRINCETON UNIVERSITY ACADEMIC PHYSICAL PLANT (DEPARTMENTS OF MATHEMATICS AND PHYSICS)

TAYLOR, LIEBERFELD AND HELDMAN, INC., NEW YORK, NEW YORK

PUBLISHED-JAN61

125 PAGES

DESCRIPTORS- *BUILDING INNOVATION, *COLLEGE BUILDINGS, *CONSTRUCTION NEEDS, *FACILITY UTILIZATION RESEARCH, *SCIENCE FACILITIES, CLASSROOMS, LABORATORIES, LIBRARIES, MATHEMATICS, PHYSICS

THIS REPORT WAS PREPARED BY THE CONSULTING FIRM OF TAYLOR, LIEBERFELD AND HELDMAN, INC. FOR PRINCETON UNIVERSITY TO PROPOSE A BUILDING PROGRAM WHICH WOULD SATISFY THE SPACE NEEDS OF THE MATHEMATICS AND PHYSICS DEPARTMENTS. THE PROPOSED PROGRAM OF RENOVATION AND NEW CONSTRUCTION TOOK INTO ACCOUNT--(1) ENROLLMENT EXPECTATION, (2) RELATIONSHIP OF TEACHING AND RESEARCH, (3) PHASING OUT OF PRESENT TEMPORARY BUILDINGS, (4) SPECIALIZED LIBRARY NEEDS. THE UTILIZATION DATA WAS COLLECTED BY CATEGORIES--(1) REGISTRATION, (2) NUMBER OF COURSE OFFERINGS, (3) SIZE AND NUMBER OF MEETINGS/WEEK, (4) SPACE REQUIREMENTS AND SPACE AVAILABILITY FOR OFFICES, LABORATORIES, CLASSROOMS, RESEARCH, STORAGE, (5) COMMON SERVICE SPACE REQUIREMENTS, (6) USE OF LIBRARY. THE RECOMMENDATIONS OF THE CONSULTANTS FOCUSED ON (1) SPECIFIC SPACE NEEDS FOR EACH DEPARTMENT, (2) NEW SPACE THAT SHOULD BE CONSTRUCTED, (3) DISTRIBUTION OF SPACE TO THE TWO DEPARTMENTS BASED ON PROJECTED ENROLLMENTS IN THE TWO DEPARTMENTS. TABLES RELATING TO THE ABOVE AREAS ARE INCLUDED. (HH)

ERIC/CEF DOCUMENT NO. EF001271 DISPOSITION-EDC- 2

1966 DESIGN AWARDS PROGRAM HIGHER EDUCATION FACILITIES DESIGN AWARDS

BY- MUIRHEAD, PETER P.
EDUCATIONAL FACILITIES LABORATORIES, INC., NEW YORK, N. Y.

PUBLISHED- 66

81 PAGES

DESCRIPTORS- *COLLEGE BUILDINGS, *COLLEGE FACILITIES, *SCHOOL DESIGN, CAMPUS PLANNING, CLASSROOMS, SCIENCE LABORATORIES, UNIVERSITY LIBRARIES

THE AWARDS PROGRAM WAS DEVELOPED TO RECOGNIZE SUPERIOR QUALITY IN THE DESIGN OF COLLEGE FACILITIES AND TO PROMOTE A GREATER UNDERSTANDING OF THE NEED FOR COMPREHENSIVE CAMPUS DEVELOPMENT PLANNING. ENTRIES WERE LIMITED TO PROJECTS FOR WHICH APPLICATIONS FOR FEDERAL GRANTS OR LOANS HAD BEEN APPROVED BY THE OFFICE OF EDUCATION UNDER THE HIGHER EDUCATION FACILITIES ACT OF 1963. WINNING ENTRIES WERE--(1) SEVEN GENERAL CLASSROOMS, (2) SIX SCIENCE AND LABORATORY BUILDINGS, (3) ELEVEN LIBRARY BUILDINGS, (4) ONE GRADUATE AND PROFESSIONAL SCHOOL, AND (5) THE CAMPUS DEVELOPMENT PLANS. ENTRIES WERE FURTHER IDENTIFIED AS EITHER COMPLETED BUILDINGS OR COMPLETED DESIGNS AND BUILDINGS UNDER CONSTRUCTION. WINNING SUBMITTALS INCLUDE--(1) PLANS, (2) SECTIONS, (3) PERSPECTIVES, (4) PHOTOGRAPHS OF BUILDING OR MODEL, (5) STATEMENTS BY ARCHITECT AND HEAD OF INSTITUTION, AND (6) JURY COMMENT. THIS DOCUMENT IS AVAILABLE FROM THE EDUCATIONAL FACILITIES LABORATORIES, 477 MADISON AVENUE, NEW YORK, N.Y. (MH)

ERIC/CEF DOCUMENT NO. EF001291 DISPOSITION-UFRC 2

EDUCATIONAL FACILITY NEEDS (THE NEXT TEN YEARS)

MARYLAND UNIVERSITY, COLLEGE PARK

PUBLISHED-JUL62

399 PAGES

DESCRIPTORS- *COLLEGE PLANNING, *EDUCATIONAL OBJECTIVES, *ENROLLMENT PROJECTIONS, *FACILITIES UTILIZATION, *MASTER PLANS, FACILITY INVENTORY, LAND USE, LIBRARIES, STUDENT PERSONNEL SERVICES, FACILITY GUIDELINES

THE REPORT DESCRIBES THE PLANNING FOR THE UNIVERSITY OF MARYLAND FACILITIES AT THE COLLEGE PARK AND BALTIMORE CAMPUSES. DATA WAS FROM THE FACULTY OF EACH DEPARTMENT. THIS COMPILATION WAS BASED ON SMALLER STUDIES OF FACILITIES, USE OF SPACE, ENROLLMENT FACTOR, PROJECTION GUIDES, CLASSROOMS, AUXILIARY FACILITIES, AND DEPARTMENT NEEDS. AREAS DESCRIBED ARE (1) PRESENT LAND AND FACILITIES WITH TABLES, CAMPUS LAYOUT DIAGRAM, ENROLLMENTS, AND PROJECTIONS, (2) UNDERGRADUATE, EVENING SCHOOL, PROFESSIONAL, GRADUATE, AND SUMMER PROGRAMS, (3) OBJECTIVES, PROGRAMS, FACILITIES, FUTURE NEEDS FOR EACH COLLEGE ON THE COLLEGE PARK CAMPUS AND FOR EACH COLLEGE ON THE BALTIMORE CAMPUS. THE APPENDIX PROVIDES TABLES FOR THE SPACE USE BY BUILDINGS, INVENTORY OF EXISTING FACILITIES, AND PLOT PLANS OF UNIVERSITY PROPERTY FOR BOTH CAMPUSES. (HH)

ERIC/CEF DOCUMENT NO. EF001305 DISPOSITION-CERS 1

HOW 1967 AWARD WINNING SCHOOLS COMPARE

PUBLISHED-JAN68
IN- NATIONS SCHOOLS, VOL. 81, NO. 1 JANUARY 1968

30 PAGES

DESCRIPTORS- *ELEMENTARY SCHOOL, *JUNIOR HIGH SCHOOLS, *SCHOOL DESIGN, *SCHOOL PLANNING, *SENIOR HIGH SCHOOLS, CAMPUSES, CLOSED CIRCUIT TELEVISION, CLUSTER GROUPING, COMPONENT SYSTEM, DECENTRALIZED SCHOOL DESIGN, HIGH SCHOOL DESIGN, HIGH SCHOOLS, LIBRARIES, MIDDLE SCHOOLS, OUTDOOR EDUCATION, SCHOOL CONSTRUCTION, SECONDARY SCHOOLS, TEAM TEACHING

THIS IS A 30 PAGE PORTFOLIO OF PHOTOS, FLOOR PLANS, AND COMPARATIVE STATISTICS ON 24 TREND-SETTING SCHOOLS. SCHOOLS INCLUDED WERE GIVEN DISTINGUISHED DESIGN AWARDS BY THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS AND STATE CHAPTERS OF THE AMERICAN INSTITUTE OF ARCHITECTS. TWELVE JUNIOR AND SENIOR HIGH SCHOOLS INCLUDED HAVE SUCH FEATURES AS THE CAMPUS PLAN, SYSTEM COMPONENTS, CLOSED CIRCUIT TV, SCHOOL-WITHIN-SCHOOL, AND CLUSTERS. ADDITIONAL FEATURES ARE FLEXIBLE PROGRAM SPACES, PATIOS, ROUND SCHOOLS, AND LUNCH FACILITIES. FEATURES PRESENTED ABOUT ELEMENTARY SCHOOLS INCLUDE A DOME STRUCTURE FREE OF INTERIOR WALLS, A CLUMPED PLAN, HEXAGONAL SHAPES, POLYGONAL CLUSTERS, COMPONENT CONSTRUCTION, AND LIBRARY CENTRUM. OTHER FEATURES ARE SPECIALLY ADAPTED CONSTRUCTION FOR UNUSUAL SITES, OUTDOOR LABORATORY SPACES, ACCORDIAN CONCEPT, AND OCTAGONAL HOUSE PLAN. THIS ARTICLE APPEARED IN 'NATION'S SCHOOLS,' VOL. 81, NO. 1, JANUARY, 1968. COPIES MAY BE OBTAINED BY WRITING TO AARON COHODES, EDITOR, MCGRAW-HILL PUBLICATIONS, CIRCULATION DEPARTMENT, 1050 MERCHANDISE MART, CHICAGO, ILLINOIS. 60654. (RH)

ERIC/CEF DOCUMENT NO. EF001478 DISPOSITION-UFRC 2

THE EDUCATIONAL PROGRAM AND EDUCATIONAL SPECIFICATIONS FOR THE NEW DODGE CITY COMMUNITY JUNIOR COLLEGE CAMPUS, JULY 1, 1966

DODGE CITY COMMUNITY JUNIOR COLLEGE, KANSAS

PUBLISHED-JUL66

123 PAGES

DESCRIPTORS- *COLLEGE BUILDINGS, *COLLEGE PLANNING, *COMMUNITY COLLEGES, *EDUCATIONAL SPECIFICATIONS, *JUNIOR COLLEGES, ADMINISTRATION, AGRICULTURAL EDUCATION, LIBRARY, PHYSICAL EDUCATION FACILITIES, SCIENCE FACILITIES

DODGE CITY COMMUNITY JUNIOR COLLEGE EDUCATIONAL SPECIFICATIONS. THIS REPORT GIVES A BRIEF SUMMARY OF THE HISTORY, PHILOSOPHY, PROGRAMS, AND STUDENT CHARACTERISTICS FOR DODGE CITY COMMUNITY JUNIOR COLLEGE. BASED ON ENROLLMENT TRENDS, DETAILED SPECIFICATIONS AND FACILITIES REQUIREMENTS ARE LISTED FOR SPACE AND PROGRAM REQUIREMENTS. AREAS FOR WHICH REQUIREMENTS ARE LISTED INCLUDE SERVICE AREA, STUDENT CENTER SERVICES, BUILDINGS FOR ADMINISTRATION, HUMANITIES, MATHEMATICS, SCIENCE, AGRICULTURAL, RECREATION, MUSIC, LIBRARY, AND PHYSICAL EDUCATION. (HH)